

*Ella Meyer.*

# THE NATURAL SYSTEM OF VERTICAL WRITING.

By A.F. Newlands & R.K. Row



BOOK II

E. OSTERLOH,  
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### Position and Penholding.

RIGHT HABITS of position and penholding condition the writing movement, and the movement determines the character and possible facility of the writing. But position must, to some extent, depend upon the slant of the desk and its size relative to the writer, and the method of penholding will be governed somewhat by the same conditions and by the shape of hand and arm of the individual pupil. For these reasons only a general position of body, arm, and hand is recommended, and it is left to the common sense of the teacher to determine how close the individual shall be held to the gene-



FIG. 1.

ral ideal. If a pupil shows a decided preference for a slightly different way, and writes well with apparent

ease, it will be best to train him in his way.

Figure 1 shows the approved posi-



FIG. 2.

tion at a desk of the proper slant and height. It should be understood that the writer may incline forward a little; and may write higher or lower upon the page.

Figure 2 gives the position recommended at the ordinary nearly flat desk.

Observe that in both illustrations the elbows are *well off* the desk, and hang comfortably near the side.

Figures 3 and 4 show more clearly the hand position and method of penholding recommended as the general ideal result of proper training. The pen is held well away from the point, to raise the hand and prevent its pressing upon the paper,





Apes enjoy ripe fruits.

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Apes enjoy ripe fruits.

Apes enjoy ripe fruits.

Apes enjoy ripe fruits.

Apes enjoy ripe fruits.

Apes enjoy ripe fruits.

Apes enjoy ripe fruits.

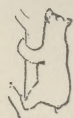
Apes enjoy ripe fruits.

Apes enjoy ripe fruits.

Apes enjoy ripe fruits.

Apes enjoy ripe fruits.





Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.

Bears can climb trees.





Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N

Can chickens swim? N





Ducks say, "Quack! quack!" !

Ducks say, Quack! quack!" ;

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !

Ducks say, Quack! quack!" !





Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.

Eagle, the U.S. emblem.



Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.

Grapes grow on vines.





Hares do not burrow.

Hares do not burrow,

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.

Hares do not burrow.





Ibex, a mountain goat.

Ibex, a mountain goat.

Ibex, a mountain goat.

Ibex, a mountain goat,

Ibex, a mountain goat,

Ibex, a mountain goat.

Ibex, a mountain goat,

Ibex, a mountain goat,

Ibex, a mountain goat,

Ibex, a mountain goat,

Ibex, a mountain goat,

Ibex, a mountain goat,

Ibex, a mountain goat,





Jay, a kind of crow. X.

Jay, a kind of crow, X.

Jay, a kind of crow, X.

Jay, a kind of crow. X.

Jay, a kind of crow X.

Jay, a kind of crow. X.

Jay, a kind of crow X.

Jay, a kind of crow. X.

Jay, a kind of crow. X.

Jay, a kind of crow. X.

Jay, a kind of crow. X.

Jay, a kind of crow. X.

Jay, a kind of crow. X.





Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.

Kittens have soft feet.





Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.

Loons are good divers.





Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.

Magpies learn to talk.





Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.

Otters live in the water.





Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.

Pansies are never red.





Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.

Quince, a sour fruit.





Rails live by streams.

Rails live by streams.

Rails live by streams.

Rails live by streams.

Rails live by streams.

Rails live by streams.

Rails live by streams.

Rails live by streams.

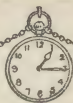
Rails live by streams.

Rails live by streams.

Rails live by streams.

Rails live by streams.

Rails live by streams.



Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time, please. F.

Tell the time please. F.





Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.

Viper, a small snake.



Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.

Wren, a shy little bird.





Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.

Yachts sail very fast.



Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z

Zebra, a kind of horse. z





$$5 \times 6 = 30 \text{ and } 4 \times 12 = 48.$$

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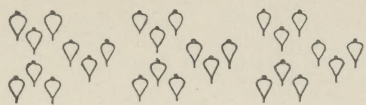
$$5 \times 6 = 30 \text{ and } 4 \times 12 = 48.$$

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$$5 \times 6 = 30 \text{ and } 4 \times 12 = 48.$$

$$5 \times 6 = 30 \text{ and } 4 \times 12 = 48.$$



$$3 \times 9 = 27 \text{ and } 4 \times 7 = 28.$$

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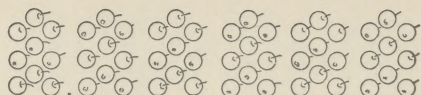
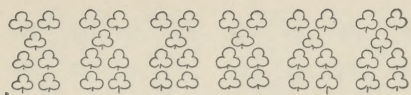
$$3 \times 9 = 27 \text{ and } 4 \times 7 = 28.$$

$$3 \times 9 = 27 \text{ and } 4 \times 7 = 28.$$

$$3 \times 9 = 27 \text{ and } 4 \times 7 = 28.$$

$$3 \times 9 = 27 \text{ and } 4 \times 7 = 28.$$





$$6 \times 7 = 42 \text{ and } 6 \times 9 = 54.$$

$$6 \times 7 = 42 \text{ and } 6 \times 9 = 54.$$

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$$6 \times 7 = 42 \text{ and } 6 \times 9 = 54.$$

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$$6 \times 7 = 42 \text{ and } 6 \times 9 = 54.$$

$$6 \times 7 = 42 \text{ and } 6 \times 9 = 54.$$



and to overcome the natural tendency, or habit, of the child to cramp the fingers and grip the pen. The hand is slightly steadied upon the side of the last section of the fourth finger.

To aid in developing power and skill to write with the hand position

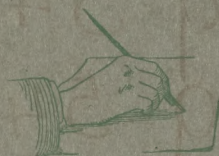


FIG. 3.

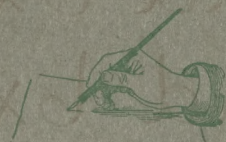


FIG. 4.

Correct position of hand.

here shown, and, ultimately, with a view to freedom and speed, to form a habit of doing so, two special methods of practice are strongly recommended.

First, with a long hold of the pen and without allowing any part of the hand or arm to rest, write for a minute or two, upon practice paper, very large letter forms. Figures 5 and 6.



FIG. 5.

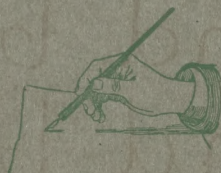


FIG. 6.

Good position for early practice.

Second, supporting the forearm lightly upon the edge of the desk, but keeping the hand from touching the paper, write at first large and then smaller.

It is important that these methods

of practice should not only be employed from the very first to prevent the forming of wrong habits, but they should be used in all grades until right habits are formed. The second method may be used very extensively. Pupils may be encouraged to do their ordinary writing in that way, keeping in mind that the object is freedom and hand control, in order that we may combine rapidity with legibility.

For fuller discussion see Teachers' Manual.

#### Omission of Inconvenient Joining Lines.

Following the usage of most rapid writers, in the copies in these books inconvenient joining lines between letters have been omitted. These skips imply, not *stoppages* of motion, but *accelerations*, the pen leaping, by the easiest route, to the beginning of the next letter. This is found to be especially true before a, c, d, g, o, and q, and after p, s, and z. The only precaution necessary is to see that the letters are closely grouped in words and the words well spaced in the sentences.

#### To the Pupil.

When you have learned to write well, practice writing your best gradually faster and faster. When in the fifth or sixth grade, you should be able to write a sentence plainly and neatly at the rate of from 90 to 150 letters per minute.



*Ella Meyer*

CHART OF THE NATURAL SYSTEM  
OF VERTICAL WRITING

STANDARD FORMS.

CAPITALS.

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

SMALL LETTERS.

a b c d e f f g h i j  
k l m n o p q r r  
s s t u v w x y z

FIGURES AND SIGNS.

1 2 3 4 5 6 7 8 9 0  $\frac{1}{2}$  \$ ¢ @ ¥

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